A Profile of Student Learning and Performance in Manitoba

2002-2003

Building for the Future

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A PROFILE OF STUDENT LEARNING AND PERFORMANCE IN MANITOBA

2002–2003

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This report is also posted on the Manitoba Education, Citizenship and Youth website at:
<http://www.edu.gov.mb.ca/ks4/agenda/docs/>.

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INTRODUCTION

Education Agenda

The *Manitoba K–S4 Education Agenda for Student Success, 2002–2006* identifies key provincial initiatives that focus on improving outcomes for all students. Visit the K–S4 Agenda website at <http://www.edu.gov.mb.ca/ks4/agenda/>.

A Profile of Student Learning and Performance in Manitoba, 2002–2003 is the second report in an annual series of public reports on provincial student performance based on a variety of assessments. It is intended to stimulate reflection and engage Manitobans in discussions on factors that contribute to successful results for all students and on possibilities for improvements in policy, professional development, and programming. In support of the *Manitoba K–S4 Education Agenda for Student Success, 2002–2006*, this report also complements annual public reports on measures of student success that schools/divisions/districts are preparing for their local communities. Conversations with classroom teachers and report cards continue to be the best sources of information on individual student development and performance.

Questions for Consideration

- What are the dimensions of successful student learning and performance?
- What types of information on student learning and performance should Manitoba's education system value and work together to measure and report on in future years?
- How does information on student learning and performance help in educational planning?

Manitobans want their children and youth to receive the best education possible. Over the years, parents, government, educational associations and organizations, and the wider community have expressed an increasing interest in knowing how much and how well students are learning in school. While this report provides student performance information, particularly in the core subject areas of language arts and mathematics, it is important to keep in mind that not all language arts and mathematics knowledge, skills, and attitudes can be measured solely by paper and pencil tests. Students learn complex skills and processes that may be more appropriately assessed through teacher observations and other techniques such as interviews, portfolios, and demonstrations.

It is well recognized that schools are expected to provide a caring and nurturing environment that fosters, among other things, citizenship and the creative, artistic, and social development of students. Such goals present a challenging and complex undertaking and do not easily lend themselves to point-in-time measurement and reporting. Internationally, nationally, and provincially, education communities continue to explore how best to measure and report on the multiple goals that schools are expected to achieve. In future years, this report will be expanded to include additional information on various aspects of student learning and performance.

It is well known that learning starts before school and takes place in a variety of out-of-school settings, the home being perhaps the most important one. Successful student learning and performance are affected by what takes place inside and outside schools. Families, neighbourhoods, and the wider community all make important contributions to learning. An effective education system with policies and practices that serve the interests of all students requires a shared and collaborative effort among schools, families, communities, educational associations and organizations, and government. Stimulating reflection and discussion on student learning and performance and exchanging insights on possibilities for action and improvement will help ensure that students acquire the knowledge, skills, and attitudes necessary for lifelong learning and successful adaptation to a changing world.

PROVINCIAL CLASSROOM-BASED RESULTS

Manitoba students participate in various forms of assessment at the classroom, school division/district, provincial, national, and international levels. These assessments serve multiple and complementary purposes. This includes improving classroom instruction and student learning, determining school and education system effectiveness, and guiding educational planning for improvement.

Grade 3 Assessment in Reading and Lecture

Manitoba's Grade 3 Assessment is a classroom-based approach to assessing critical competencies of students in the province's English, French Immersion, and Français Programs in reading, lecture (reading, in French), and numeracy (notions de calcul, in French). Performance information is gathered from numerous sources, including students' previous teachers, routine classroom observations and assessments, and, as required, further classroom-based assessments that directly address specific critical competencies.

Grade 3 Assessment Policy

Manitoba's Grade 3 assessment policy and program are described in *Grade 3 Assessment in Reading, Lecture and Numeracy/Notions de calcul and Grade 4 Assessment in French Immersion Lecture*. This document is available online at <http://www.edu.gov.mb.ca/ks4/assess/publications.html>.

It is also available at all Early Years schools.

The primary purpose of this assessment is to provide parents with information regarding their children's critical competencies in reading and numeracy at the beginning of Grade 3 and in lecture for students in the French Immersion Program at the beginning of Grade 4. Teachers and parents then work together in planning for success and improvement in the child's learning.

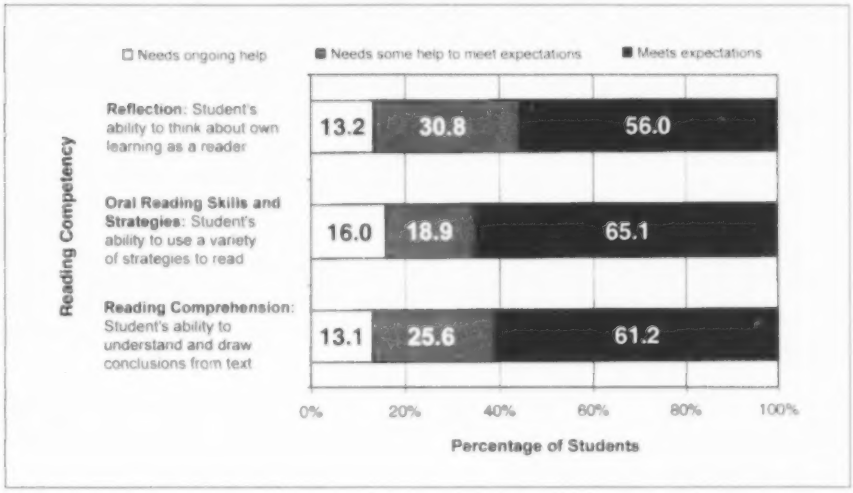
In the 2002–2003 school year, 15,899 students participated in the Grade 3 Assessment. This included 12,584 students in the Grade 3 English Program, 1,526 in the Grade 3 French Immersion Program, 399 in the Français Program, and 1,390 students in the Grade 4 French Immersion Program.

The following tables provide provincial summary results in terms of the percentage of Grade 3 students who need ongoing help, need some help to meet expectations, and meet expectations in reading. Reading competency results are provided in Tables 1 and 2 according to the Program in which students were enrolled. They are based on data that Manitoba Education, Citizenship and Youth received from school divisions/districts and independent schools.

Table 1: Grade 3 Reading Competency—English Program

Majority of Students Meet Expectations

The Grade 3 results for reading and lecture in the English, French Immersion, and Français Programs indicate that the majority of Manitoba students met expectations for all three competencies (reflection, oral reading, and comprehension). These results are consistent with the 2001–2002 reading and lecture assessment results.

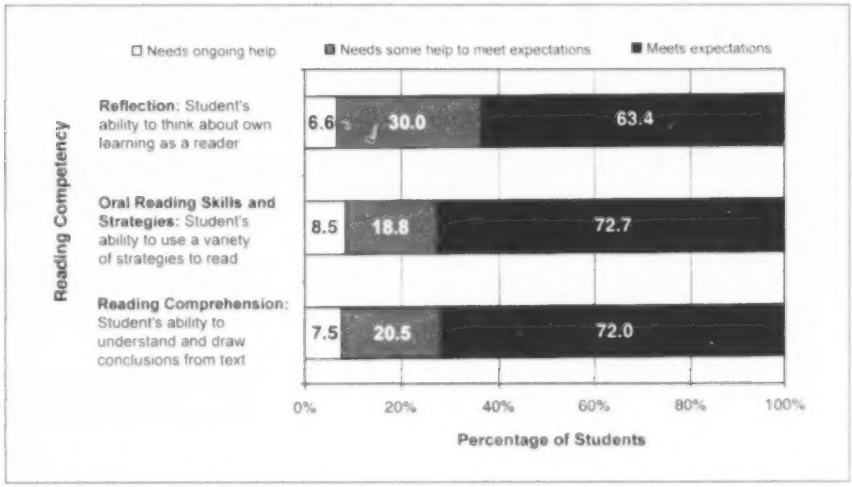


Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 2: Grade 3 Reading Competency—French Immersion Program

Home Activities Promote Literacy

Conducted by the International Association for the Evaluation of Educational Achievement (IEA), the Progress in International Reading Literacy Study (PIRLS) assessed the reading literacy of fourth grade students in 35 countries in 2001. PIRLS findings indicate that "students with the highest reading achievement had parents who spent time reading" (Mullis *et al.* 6).



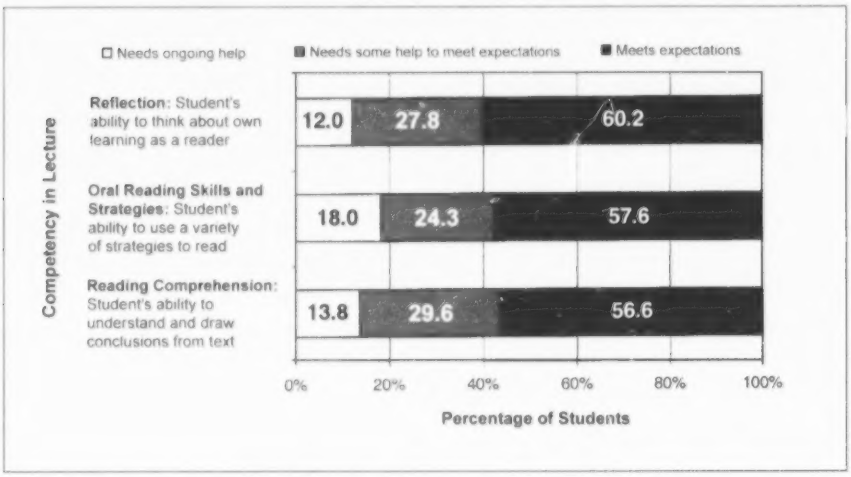
Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Tables 3 and 4 provide lecture assessment results for Grade 3 students in the Français Program, and Grade 4 students in the French Immersion Program.

Comparisons between English Reading and French Lecture Results

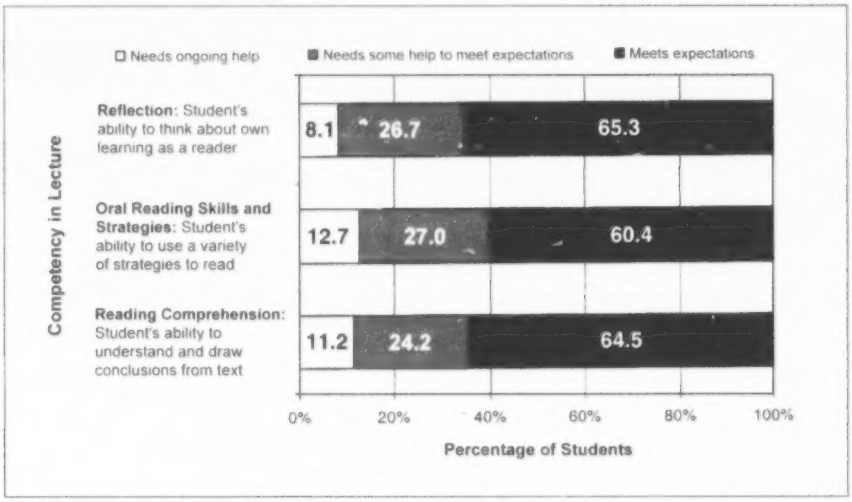
Caution is important when comparing results based on assessment instruments and processes for different languages. Every language has unique features that are not readily equivalent. Pedagogical and cultural differences related to differences in language structure and use make comparisons between languages difficult.

Table 3: Grade 3 Lecture—Français Program



Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 4: Grade 4 Lecture—French Immersion Program



Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

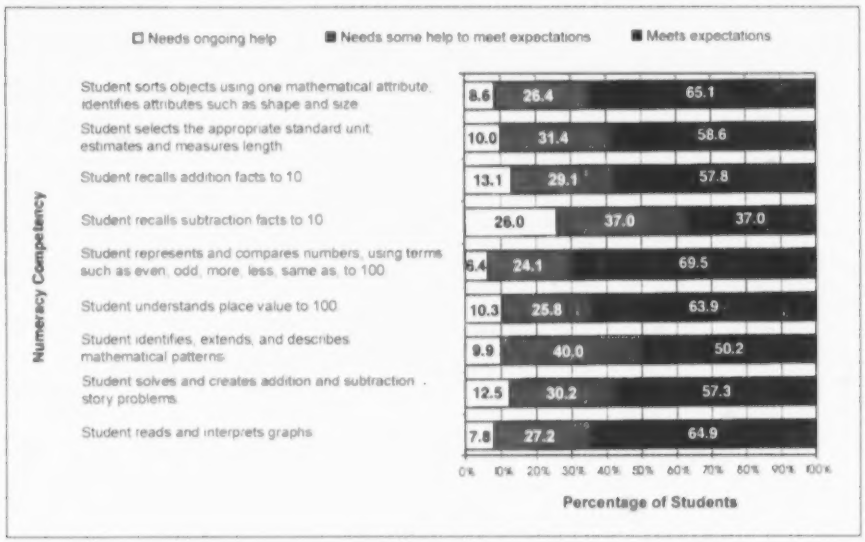
Grade 3 Assessment in Numeracy

Tables 5, 6, and 7 provide provincial summary results in terms of the percentage of students who need ongoing help, need some help to meet expectations, and meet expectations in numeracy. Once again, results are presented according to the Program in which students were enrolled.

Strengths in Numeracy

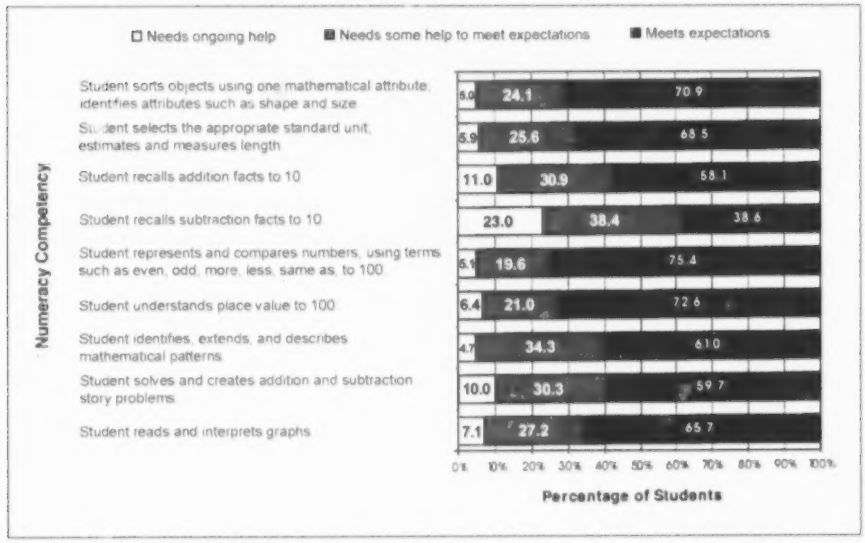
Overall, the strongest areas in numeracy were representing and comparing numbers, sorting objects, and reading and interpreting graphs. Students experienced the most difficulty recalling subtraction facts to 10.

Table 5: Grade 3 Numeracy—English Program


Needs ongoing help
Needs some help to meet expectations
Meets expectations
Numeracy Competency
Student sorts objects using one mathematical attribute; identifies attributes such as shape and size
Student selects the appropriate standard unit; estimates and measures length
Student recalls addition facts to 10
Student recalls subtraction facts to 10
Student represents and compares numbers, using terms such as even, odd, more, less, same as, to 100
Student understands place value to 100
Student identifies, extends, and describes mathematical patterns
Student solves and creates addition and subtraction story problems
Student reads and interprets graphs
8.6 26.4 65.1
10.0 31.4 58.6
13.1 29.1 57.8
26.0 37.0 37.0
5.4 24.1 69.5
10.3 25.8 63.9
9.9 40.0 50.2
12.5 30.2 57.3
7.8 27.2 64.9
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Percentage of Students

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 6: Grade 3 Numeracy/Notions de calcul— French Immersion Program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5.0 24.1 70.9
5.9 25.6 68.5
11.0 30.9 58.1
23.0 38.4 38.6
5.1 19.6 75.4
6.4 21.0 72.6
4.7 34.3 61.0
10.0 30.3 59.7
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Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

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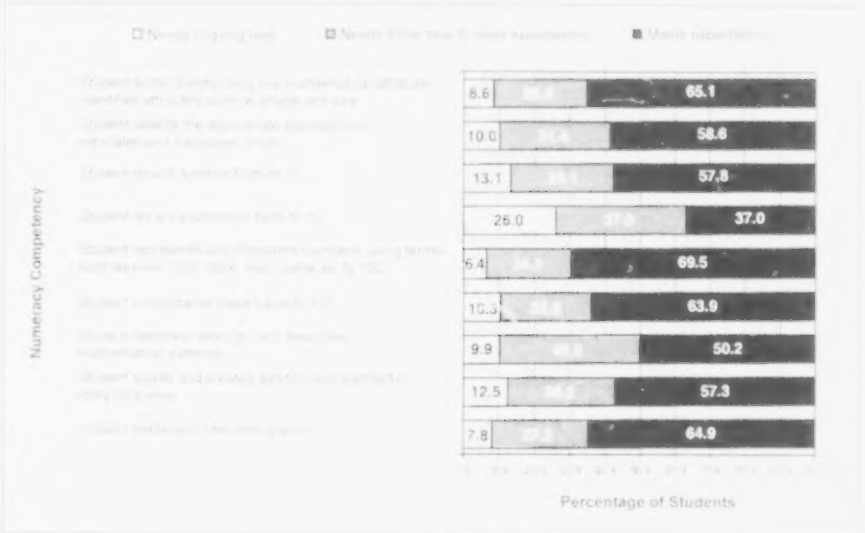
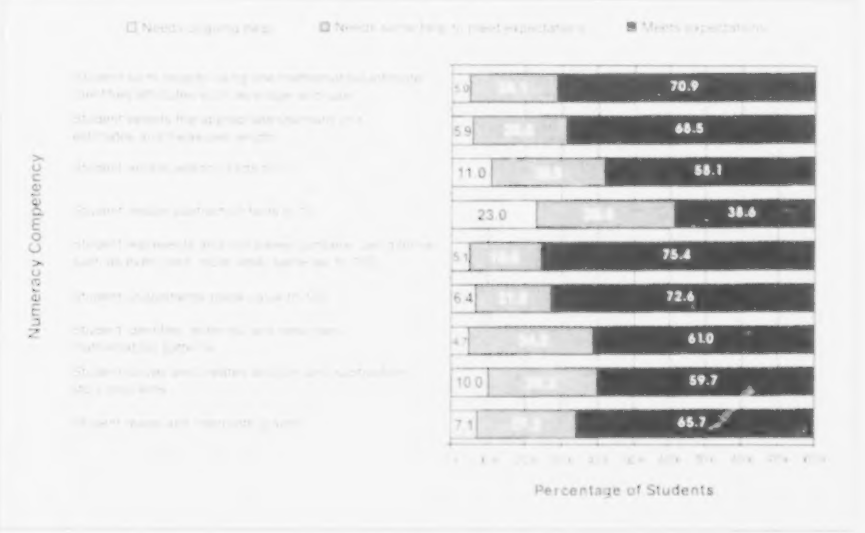


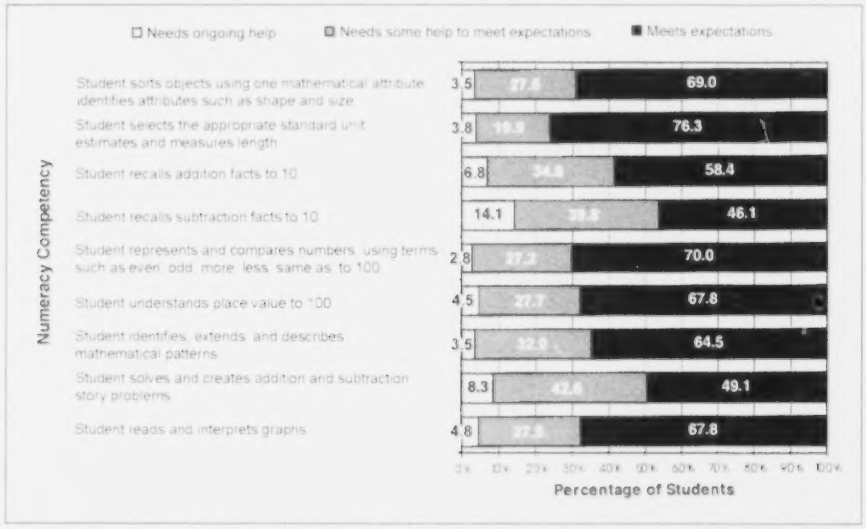
Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 6: Grade 3 Numeracy/Notions de calcul—French Immersion Program



Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 7: Grade 3 Numeracy/Notions de calcul—Français Program



Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

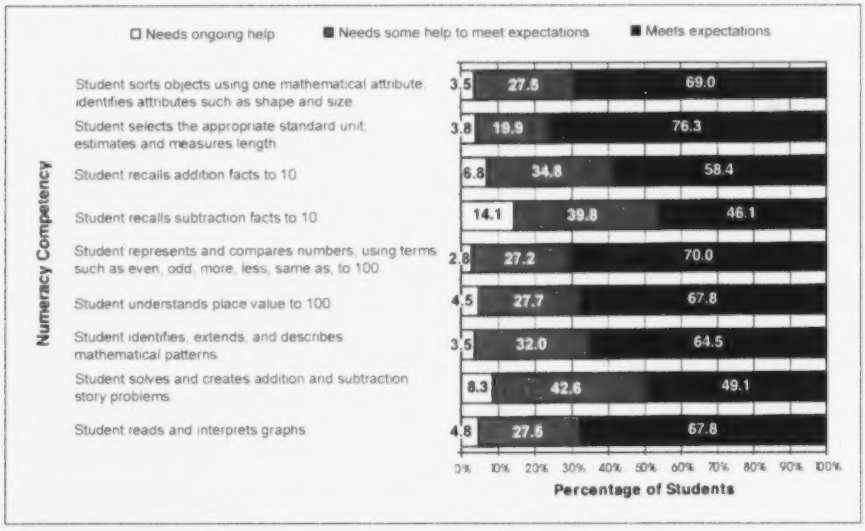
The Grade 3 Assessment helps identify areas where Manitoba Education, Citizenship and Youth and schools/divisions/districts can work together to provide continued professional learning opportunities in areas such as

- Early Years literacy and numeracy team building
- strategies to develop Early Years numeracy

As part of its support to educational communities, the Department has offered "Making Meaning" sessions for administrators on how to use the Grade 3 assessment results for planning in Early Years literacy and numeracy. It has also organized a series of three professional learning events featuring noted researchers in the field of numeracy.

For the 2003–2004 school year, Manitoba Education, Citizenship and Youth has introduced the Early Years Numeracy Grant to help fund schools/divisions/districts in early intervention strategies that improve the mathematical skills, knowledge, and attitudes of Kindergarten to Grade 4 students. In addition, in response to information and research in early numeracy, the Department will be consulting with educational communities to review some of the critical competencies in numeracy.

Table 7: Grade 3 Numeracy/Notions de calcul—Français Program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PROVINCIAL STANDARDS TEST RESULTS

In the 2002–2003 school year, Manitoba students participated in standards tests at Grade 6 and Senior 4 to help determine a variety of language arts and mathematics competencies.

Grade 6 Language Arts Standards Test Results

The Grade 6 language arts standards tests are optional for schools to implement. In the 2002–2003 school year, 7,016 students wrote the Grade 6 English language arts test, 30 students wrote the Grade 6 Français—langue première test, and 478 students wrote the Français langue seconde—immersion test. Students in each of the three Programs write different language arts assessments based on each Program's respective curricula.

Test Development
Standards tests are centrally developed by expert teachers in the subject area and pilot tested to ensure questions fairly represent intended learning outcomes. Standards tests are administered and scored by teachers at the local level.

Table 8 provides provincial standards test results in terms of pass rates and average test scores for students participating in the English language arts and Français langue seconde—immersion tests. Results for the Français—langue première test are not provided here as student participation was too low to be representative of the province.

Table 8: Grade 6 English and Français langue seconde—immersion Test Results
June 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
English language arts	7,016	6,643	94.7%	75.9%
Français langue seconde—immersion	478	443	92.7%	71.1%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Senior 4 Language Arts Standards Test Results

At Senior 4, standards tests in English language arts, Français—langue première, and Français langue seconde—immersion are mandatory.

During the 2002–2003 school year, these Senior 4 language arts standards tests were administered in January and June 2003. Tables 9 and 10 provide provincial test results in terms of pass rates and average test scores for each test sitting.

Table 9: Senior 4 Language Arts Test Results January 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
English language arts	7,808	7,171	91.8%	69.8%
Français—langue première	148	125	84.5%	65.1%
Français langue seconde—immersion	409	342	83.6%	64.1%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 10: Senior 4 Language Arts Test Results June 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
English language arts	4,746	3,970	83.6%	65.3%
Français—langue première	135	124	91.9%	67.3%
Français langue seconde—immersion	325	260	80.0%	63.6%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Senior 1 Mathematics/ Mathématiques Standards Test Results

The Senior 1 mathematics/mathématiques standards test is optional for schools to implement. In the 2002–2003 school year, 7,142 students participated in the January and June 2003 administrations of the Senior 1 mathematics/ mathématiques standards test. Table 11 provides the pass rates and the average test scores for each of the two sittings.

Table 11: Senior 1 Mathematics/Mathématiques Test Results January and June 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
January	909	636	70.0%	61.6%
June	6,233	4,407	70.7%	62.6%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Senior 4 Mathematics/ Mathématiques Standards Test Results

At Senior 4, standards tests are mandatory for all students in the English, Français, and French Immersion Programs who are enrolled in Applied Mathematics, Consumer Mathematics, and Pre-Calculus Mathematics. Tests were administered in January and June 2003. Tables 12 and 13 provide the pass rates and the average test scores for each Senior 4 mathematics/mathématiques course by sitting for all Programs combined.

Table 12: Senior 4 Mathematics/Mathématiques Test Results January 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
Applied Mathematics	1,232	909	73.8%	60.4%
Consumer Mathematics	1,776	1,507	84.9%	64.9%
Pre-Calculus Mathematics	2,028	1,391	68.6%	59.9%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 13: Senior 4 Mathematics/Mathématiques Test Results June 2003

Test	Number Writing	Number Passed	Pass Rate	Average Score
Applied Mathematics	1,838	1,524	82.9%	64.0%
Consumer Mathematics	2,999	2,518	84.0%	63.7%
Pre-Calculus Mathematics	2,577	1,758	68.2%	60.4%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Use of Standards Test Results

Printed summaries of standards test results are returned to school jurisdictions where they are used to assess instructional strategies and support school/division/district planning and program evaluation. Reports to school jurisdictions on mathematics tests also include summaries of common student errors that teachers use to identify and address knowledge and skill areas that need improvement. Teachers also use assessments and related scoring guides as models for effective classroom instruction and assessment. Manitoba Education, Citizenship and Youth also provides support on request to schools/divisions/districts on how to analyze and use assessment data to plan for improving instruction and student learning.

NATIONAL ASSESSMENT RESULTS: SAIP WRITING ASSESSMENT III

Expectations for Performance in Writing

SAIP uses a collaborative process to define pan-Canadian expectations for student achievement in writing. A panel of approximately 100 members reviews all assessment instruments, scoring procedures, and actual student results to help determine expectations of how well Canadian students should perform. This panel consists of teachers, students, parents, academics, curriculum specialists, Aboriginal teacher trainers, business and industry leaders, community leaders, and members of national organizations with an interest in language.

The School Achievement Indicators Program (SAIP) is a cyclical program of national assessment on student achievement in reading, writing, mathematics, and science that was initiated in 1989 by the Council of Ministers of Education, Canada (CMEC). In spring 2002, the SAIP Writing Assessment III was administered to a sample of 13-year-old and 16-year-old students across Canada. It represented the third in a series of writing assessments.

Achievement criteria for SAIP assessments are described on a five-level scale, representing a continuum of knowledge and skills acquired by students over the span of their elementary and secondary education experience. Assessments are designed such that most 13-year-olds are expected to perform at level 2 and 16-year-olds at level 3.

Table 14 presents the number of Manitoba students who participated in the English and French forms of the SAIP writing assessment.

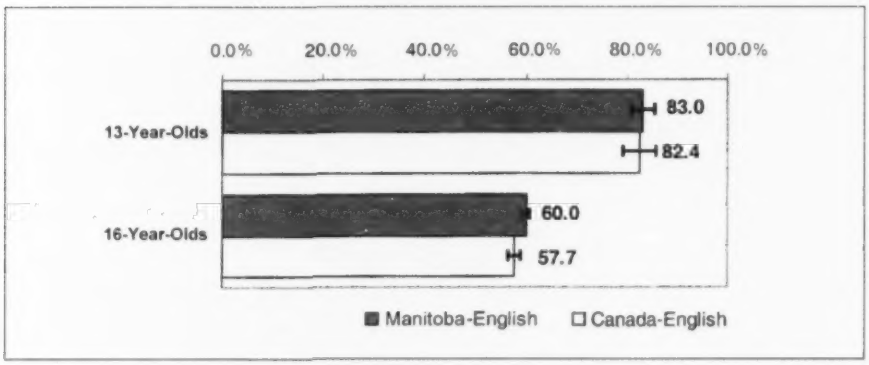
Table 14: Number of Manitoba Students Writing the SAIP Writing Assessment Spring 2002

Jurisdiction/Form	13-Year-Olds	16-Year-Olds	Total
Manitoba-English	1,025	833	1,858
Manitoba-French	337	240	577

Source: Council of Ministers of Education, Canada, Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002 *(Appendix, Table 10, p. 96). Adapted from: <http://www.cmec.ca/saip/scribe3/public/indexe.stm>. Nov. 2003.*

Table 15 identifies the percentages of 13-year-old and 16-year-old students reaching the expected writing level in the English writing assessment. The error bars (⊢⊣) indicate the degree of measurement uncertainty associated with the assessment. There is no significant difference between results if the error bars overlap. Over 80% of Manitoba's 13-year-old students and 60% of Manitoba's 16-year-old students participating in the English writing assessment reached the expected performance levels. This represents no significant difference between the province and the results for Canada as a whole.

Table 15: Manitoban and Canadian Percentage of 13-Year-Olds and 16-Year-Olds Reaching Expected Levels in SAIP English Writing Assessment Results Spring 2002



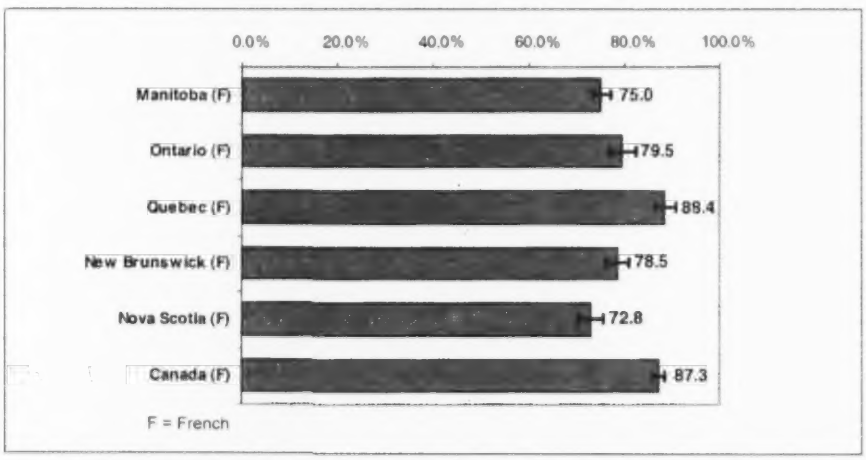
Source: Council of Ministers of Education, Canada, Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002 *(Appendix, Tables 4 and 5, pp. 90–91). Adapted from: <http://www.cmec.ca/saip/scribe3/public/indexe.stm>. Nov. 2003.*

Supporting French-Language Education in Minority Settings

In a meeting in October 2003, the Council of Ministers of Education, Canada agreed to continue its work in French-language education in minority settings (i.e., outside Quebec). Two projects have recently been completed by a consortium of jurisdictions. One included the preparation of a kit on francization training for Kindergarten to Grade 2 teachers. The second project was intended to determine why students in francophone schools in minority settings do not perform as well as other students in Canada in some key subjects.

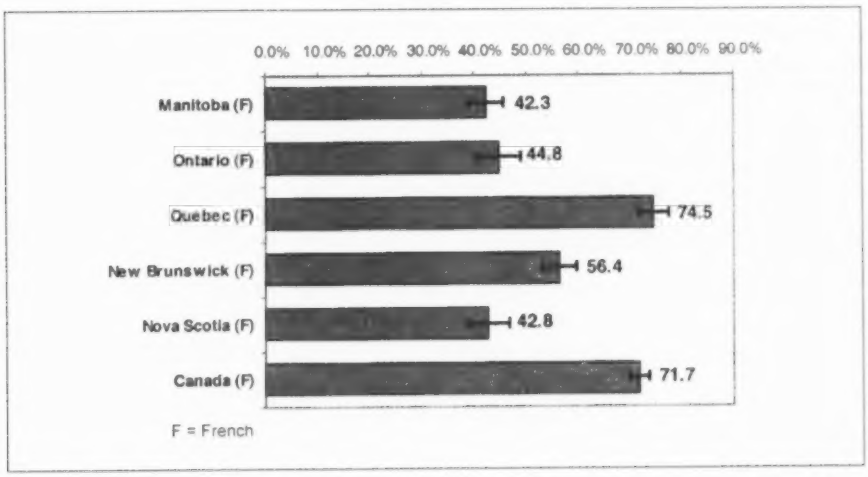
Tables 16 and 17 show the percentages of 13-year-old and 16-year-old students reaching the expected writing level in the French writing assessment. For both age groups, the Manitoba-French results were lower than the Canada-French results. As a general trend, the SAIP assessment in writing found that francophone jurisdictions where French is a minority language were below the Canada-French results.

Table 16: Provincial and Canadian Percentage of 13-Year-Olds Reaching Expected Level (2) in SAIP French Writing Assessment Spring 2002



Source: Council of Ministers of Education, Canada, Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002 *(Appendix, Table 4, p. 90). Adapted from: <http://www.cmec.ca/saip/scribe3/public/indexe.stm>. Nov. 2003.*

Table 17: Provincial and Canadian Percentage of 16-Year-Olds Reaching Expected Level (3) in SAIP French Writing Assessment Spring 2002



Source: Council of Ministers of Education, Canada, Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002 *(Appendix, Table 5, p. 91). Adapted from: <http://www.cmec.ca/saip/scribe3/public/indexe.stm>. Nov. 2003.*

SUCCESSFUL LEARNING AND PERFORMANCE FOR ALL STUDENTS

Differences in Reading Competency

In 2001, the Progress in International Reading Literacy Study (PIRLS)—conducted by IEA—assessed students' reading literacy at the fourth grade. PIRLS 2001 found that in all 35 participating countries "fourth-grade girls had significantly higher reading achievement than boys" (Mullis *et al.* 4).

Ensuring that all students are able to achieve their best and successfully complete school is an important goal for Manitoba Education, Citizenship and Youth in its work with educational communities across the province.

Over the years, issues of gender differences in education, particularly the disadvantage faced by girls and women, have been given considerable attention. While work remains to be done, results from several international and national assessments point to a number of successes on this front. At the same time, however, these assessments point to a performance gap between male and female students, particularly in reading and writing. The 2002 Student Achievement Indicators Program (SAIP), for example, found that girls demonstrated writing skills at a significantly higher level than boys for both the 13-year-old and 16-year-old age groups.

When reviewing the relationship between student performance and factors such as gender and socio-economic status, it is important to remember that these factors do not determine or predict individual student performance and achievement. Many boys, for example, excel at reading and writing.

Tables 18 and 19 show the pass rates and average test scores for male and female students, for both sittings of Manitoba's Senior 4 language arts tests in January and June 2003. The test scores for male and female students support the pattern found in national and international assessments.

Table 18: Senior 4 Language Arts Tests—Results by Gender January 2003

What factors might account for different levels of performance in language arts for male and female students?

Gender/Test	Number Writing	Number Passed	Pass Rate	Average Score
Males: English language arts	3,725	3,313	88.9%	67.1%
Females: English language arts	4,081	3,856	94.5%	72.3%
Males: Français—langue première	77	61	79.2%	62.6%
Females: Français—langue première	71	64	90.1%	67.8%
Males: Français—langue seconde—immersion	154	128	83.1%	62.2%
Females: Français—langue seconde—immersion	255	214	83.9%	65.2%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 19: Senior 4 Language Arts Tests—Results by Gender
June 2003

Gender/Test	Number Writing	Number Passed	Pass Rate	Average Score
Males: English language arts	2,262	1,797	79.4%	61.9%
Females: English language arts	2,446	2,143	87.6%	68.5%
Males: Français—langue première	67	59	88.1%	63.1%
Females: Français—langue première	68	65	95.6%	71.4%
Males: Français—langue seconde—immersion	141	99	70.2%	59.1%
Females: Français—langue seconde—immersion	184	161	87.5%	67.0%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Tables 20 and 21 show the pass rates and average test scores for male and female students in the three Senior 4 mathematics/mathématiques courses for both the January and June 2003 sittings of the provincial tests.

Table 20: Senior 4 Mathematics/Mathématiques Tests—Results by Gender
January 2003

What factors contribute to the success of an education system in providing equal opportunities for all students?

Gender/Test	Number Writing	Number Passed	Pass Rate	Average Score
Males: Applied Mathematics	625	473	75.7%	61.1%
Females: Applied Mathematics	607	436	71.8%	59.7%
Males: Consumer Mathematics	826	656	79.4%	61.9%
Females: Consumer Mathematics	949	850	89.6%	67.6%
Males: Pre-Calculus Mathematics	949	628	66.2%	59.0%
Females: Pre-Calculus Mathematics	1,079	763	70.7%	60.8%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Table 21: Senior 4 Mathematics/Mathématiques Tests—Results by Gender
June 2003

Gender/Test	Number Writing	Number Passed	Pass Rate	Average Score
Males: Applied Mathematics	939	788	83.9%	64.3%
Females: Applied Mathematics	841	685	81.5%	63.5%
Males: Consumer Mathematics	1,299	1,041	80.1%	60.9%
Females: Consumer Mathematics	1,504	1,304	86.7%	65.8%
Males: Pre-Calculus Mathematics	1,252	852	68.1%	61.0%
Females: Pre-Calculus Mathematics	1,304	897	68.8%	60.0%

Source: Assessment and Evaluation Branch, Manitoba Education, Citizenship and Youth

Use of School Resources

In its examination of the relationship between student performance and socio-economic background, PISA found that while the level of resources provided to schools was not, in most cases, closely associated with students' socio-economic backgrounds, the use of resources by students was closely associated. Less advantaged students do not tend to use school resources as regularly as students of higher economic, social, and cultural status do.

A number of studies and international assessments on student performance, such as the Programme for International Student Assessment (PISA), have examined relationships between student outcomes and their socio-economic backgrounds. Students from higher socio-economic status families generally score higher on tests of academic achievement than students from lower socio-economic status families. Information available on a national level from PISA, however, indicates that Canada, along with Finland, Iceland, Japan, Korea, and Sweden, demonstrated high quality of student performance combined with high equality between different socio-economic groups (Organisation for Economic Co-operation and Development, 183–215). The PISA findings represent only one study. This area deserves continued attention.

HIGH SCHOOL COMPLETION

A highly desired outcome for all education systems is students' high school completion. It has a significant impact on labour market participation and moving on to post-secondary education. A common method for estimating high school completion within Manitoba's public school system is to examine the number of students completing Senior 4 as a percentage of Senior 1 enrollment four years earlier. As Table 22 indicates, over the last five years the completion percentage has been around 75%. It is important to note that several national and international studies suggest that many students are taking longer than the traditional four years to complete their high school and, subsequently, are graduating at older ages.

Table 22: Manitoba Graduates and Senior 1 Enrollments Four Years Previous (Public Schools Only)

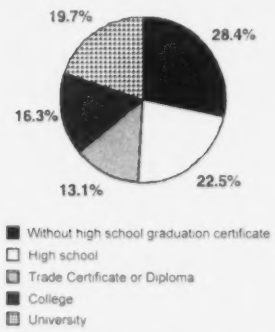
Graduation Year	Total Graduates	Senior 1 Enrollment Year	Senior 1 Enrollment	Percentage Graduates to Senior 1 Enrollments Four Years Previous
June 1998	10,863	September 1994	14,268	76.1%
June 1999	10,774	September 1995	14,714	73.2%
June 2000	11,174	September 1996	14,837	75.3%
June 2001	11,303	September 1997	15,074	75.0%
June 2002	11,236	September 1998	15,122	74.3%

Source: Research and Planning Branch, Manitoba Education, Citizenship and Youth

Information from Statistics Canada indicates that between Census years 1996 and 2001, the number of Manitobans who had completed high school increased by 6.0%. Nevertheless, as shown in Tables 23 and 24, a significant number of Manitobans still do not have a high school diploma.

Highest Level of Educational Attainment for Manitobans Aged 25 to 64, Census 2001

N = 571,640



Source: Statistics Canada, 2001 Census of Population. Adapted from: <http://www12.statcan.ca/english/census01/products/highlight/Education>. Nov. 2003.

Table 23: Adults without a High School Graduation Certificate—Percentage of 25- to 64-Year-Olds by Gender for Manitoba and Canada, Census 2001 (20% Sample Data)

Jurisdiction	Without a High School Graduation Certificate	Percentage of Population
Manitoba: Males	85,035	30.1%
Manitoba: Females	77,565	26.9%
Canada: Males	1,874,780	23.4%
Canada: Females	1,823,455	22.0%
Manitoba: Total	162,600	28.4%
Canada: Total	3,698,235	22.7%

Source: Statistics Canada, 2001 Census of Population. Adapted from: <http://www12.statcan.ca/english/census01/products/highlight/Education>. Nov. 2003.

Table 24: Self-Identified Aboriginal Adults without a High School Graduation Certificate—Percentage of 25-Year-Olds and over by Gender for Manitoba and Canada, Census 2001 (20% Sample Data)

Jurisdiction	Without a High School Graduation Certificate	Percentage of Population
Manitoba: Aboriginal Males	17,310	52.6%
Manitoba: Aboriginal Females	17,625	47.6%
Canada: Aboriginal Males	100,545	44.1%
Canada: Aboriginal Females	102,490	40.1%
Manitoba: Aboriginal Total	34,940	49.9%
Canada: Aboriginal Total	203,035	42.0%

Source: Statistics Canada, 2001 Census of Population. Adapted from: <http://www12.statcan.ca/english/profil01ab/PlaceSearchForm1.cfm>. Nov. 2003.

In Manitoba, the introduction of the *Adult Learning Centres Act* has enabled the establishment of a system of adult learning centers (ALCs) across the province to address the educational needs of adults. These ALCs assist adult learners in completing their high school diploma and in preparing themselves academically to pursue further educational opportunities or to improve their employment options. During the 2002–2003 school year, approximately 7,000 adults completed approximately 8,300 courses for credit in Manitoba. In addition, more than 900 high school diplomas were awarded.

Dual Credit Courses

The Dual Credit Initiative policy is available online at <http://www.edu.gov.mb.ca/aet/all/publications.html>.

Manitoba Advanced Education and Training and Manitoba Education, Citizenship and Youth, working collaboratively with a number of educational institutions, have also instituted a policy of dual credit courses. This policy, outlined in *The Dual Credit Initiative: Pathways to Post-Secondary Education in Manitoba*, is intended to facilitate the transition of learners, particularly adults, from the secondary level to the post-secondary level. Dual credit courses provide opportunities for students working toward a high school diploma to study post-secondary courses and apply them for credit at both the secondary and post-secondary levels.

MOVING FORWARD

National and International Assessment Sources

- Council of Ministers of Education, Canada. *Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002.* Toronto, ON: CMEC, 2002.
- Mullis, I.V.S., *et al. PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries.* Chestnut Hill, MA: Boston College, 2003.
- Organisation for Economic Co-operation and Development. *Knowledge and Skills for Life: First Results from the OECD Programme for International Student Assessment (PISA), 2000.* Paris, France: OECD, 2001.

Information from a variety of assessments indicates that many Manitoba students are learning and performing well. Nevertheless, these students continue to require stimulating and challenging learning opportunities, and less successful learners require ongoing attention. Student performance information presented in this report has important policy and programming implications for Manitoba's education system. It helps stimulate and support discussions around improving classroom instruction, professional learning, system planning, and, most importantly, student learning. Future reports will expand on the information presented to stimulate further thinking and discussions around these important issues.

Considering the information and issues presented in this document, how would you respond to the following questions?

- What educational issues do you think deserve further attention?
- What types of policies and professional development activities could improve learning opportunities and results for students?
- What types of information on student learning and performance should Manitoba Education, Citizenship and Youth measure and report on in future years?

Please let us know what you think by completing the enclosed feedback form.

REFERENCES

Council of Ministers of Education, Canada. *Report on Writing Assessment III, School Achievement Indicators Program (SAIP), 2002.* Toronto, ON: CMEC, 2002. Available online at <http://www.cmec.ca/saip/scribe3/public/indexe.stm>.

Manitoba Advanced Education and Training and Manitoba Education and Youth. *The Dual Credit Initiative: Pathways to Post-Secondary Education in Manitoba.* Winnipeg, MB: Manitoba Advanced Education and Training and Manitoba Education and Youth, 2003. Available online at <http://www.edu.gov.mb.ca/aet/all/publications.html>.

Manitoba Education and Youth. *Provincial Report 2002–2003: Grade 3 Assessment in Reading, Lecture and Numeracy/Notions de calcul and Grade 4 Assessment in French Immersion Lecture.* Winnipeg, MB: Manitoba Education and Youth, June 2003. Available online at <http://www.edu.gov.mb.ca/ks4/assess/publications.html>.

Manitoba Education, Training and Youth. *Grade 3 Assessment in Reading, Lecture and Numeracy/Notions de calcul and Grade 4 Assessment in French Immersion Lecture.* Winnipeg, MB: Manitoba Education, Training and Youth, May 2002. Available online at <http://www.edu.gov.mb.ca/ks4/assess/publications.html>.

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Mullis, Ina V.S., Michael O. Martin, Eugenio J. Gonzalez, and Ann M. Kennedy. *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries.* Chestnut Hill, MA: Boston College, 2003. Available online at <http://isc.bc.edu/pirls2001i/PIRLS2001_Pubs_IR.html>.

Organisation for Economic Co-operation and Development. *Knowledge and Skills for Life: First Results from the OECD Programme for International Student Assessment (PISA), 2000.* Paris, France: OECD, 2001.

Statistics Canada website: <http://www.statcan.ca>.

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We Would Like to Hear from You

Manitoba Education, Citizenship and Youth welcomes your response to *A Profile of Student Learning and Performance in Manitoba, 2002–2003* and invites you to complete and return this form.

1. Please indicate your role in the learning community.

   ❑ Parent ❑ Teacher ❑ Resource Teacher ❑ School Administrator ❑ Counsellor
   ❑ School Trustee ❑ Division / District / Education Authority Administrator
   ❑ Other: _____

2. Please indicate which format(s) of the document you used.

   ❑ English Copy ❑ French Copy
   ❑ Print Copy ❑ Online Posting ❑ Both Formats

3. What educational issues do you think deserve further attention?

   _____
   _____
   _____
   _____

4. What types of policies and professional development activities could improve learning opportunities and results for students?

   _____
   _____
   _____
   _____

5. What types of information on student learning and performance should Manitoba Education, Citizenship and Youth measure and report on in future years?

   _____
   _____
   _____
   _____

6. May we contact you for further information? ❑ Yes ❑ No

   If yes, please provide the following:

   Name: _____ School: _____

   Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return to:

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